**3rd Grade Reading Intervention Plans for Mrs. Dean Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 3 Week 3 Story Title: Night Letters**

**Monday**- Use TE DI -12- 1) Preteach Phonics- Spellings of /j/, /k/, /s/- Write *jet, rage, & fudge.* Say: *The sound /j/ can be spelled in different ways.* Model blending “jet”. Blend together. Ask: *What letter stands for /j/ in jet?* (j) Continue with rage (g), & fudge (dge), explaining that the letter “g” stands for the sound “j” when followed by “e” or “i”. Then repeat these steps with cold, kitten, back, & school, explaining that the sound /k/ can be spelled c, k, ck, or ch. Repeat with sound & place, explaining that the sound /s/ can be speeled “s” or “c” & that the letter “c” has the sound /s/ when followed by e, I, or y.2) Preview Decodable Reader 14: *Stuck in the Mud-* Read/discuss words: Review the words on Decodable Reader pg 97; blend the following story words: gentle, chance, pelted. Lightning, roadside, puddle, phone, suggested, decided, poncho, pace, soaked, & pelted. Discuss the meaning of the words, too. 3) Preview Decodable Reader 14 with a Picture Walk Talk & make predictions about what the story is going to be about. Students will listen to the teacher model read the Decodable Reader 14 orally to the students for fluency.

**Tuesday**- Use TE DI 24- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words: blade, budding, dew, fireflies, flutter, notepad, & patch. 2) Practice decoding, reading, slashing out syllables with Multisyllabic Words: write *harmonica* & model how to chunk the word to read it. Say: *I see a chunk at the beginning of the word: har. I see a chunk in the middle, mon, & another chunk, i. I see a chunk at the end of the word; ca. I say each chunk slowly: har mon i ca. I say the chunks fast to make a whole word: harmonica. Is it a real word? Yes, I know the word harmonica.* Continue with words: picnicked, sesame, nectar, sycamore, balancing, raspberry, & blackberry. 3) Choral/Echo read typed version of Decodable Reader 14 for fluency practice. 3) Highlight Spelling Patterns from Monday’s lesson. 4) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE DI- 26, 337,& 341- 1) Target Skill- Draw Conclusions- Discuss the meaning & examples from pg TE DI-26 & pg 330 & 337. 2) Target Strategy- Ask Questions- review pg 330. Also reread pg 341 for Ask Questions. 3) Sort Retelling Cards by putting the cards in order according to the event in the story for sequencing. 4) Reread Decodable Reader 14- Highlight punctuation marks.

**Thursday**- 1) Put the Retelling Cards in correct sequential order. 2) Write 1 sentence for each picture for summarization. 3) Reread Decodable Reader 14 - Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one.